



## *AI-Assisted Writing: A Boon or a Bane for EFL Students?*

*Boumaraf Amel*

*Abbes Laghrour University Khenchela  
Univerity, (Algeria)*

[Amel.boumaraf@univ-khenchela.dz](mailto:Amel.boumaraf@univ-khenchela.dz)

### *Abstract*

*The growing integration of AI-assisted writing tools in EFL classrooms has raised important questions regarding their influence on students' writing proficiency. This study explored the perceptions of forty EFL students and seven teachers at Abbes Laghrour University regarding AI's benefits and challenges in academic writing. Findings revealed that students valued AI for improving grammar, vocabulary, and idea generation, but many struggled with over-reliance, reduced creativity, and plagiarism concerns. Teachers acknowledged AI's potential but expressed worries about passive learning and detecting AI-generated work. The study emphasizes the need for AI literacy, clear policies, and a balanced approach where AI supports rather than replaces critical writing skills.*

### *Article info*

*Received*  
*January 21.2026*  
*Accepted*  
*May 02.2026*

### **Keyword:**

- ✓ *AI-assisted*
- ✓ *writing*
- ✓ *Plagiarism*
- ✓ *over-reliance*
- ✓ *AI-literacy*

## 1. *Introduction*

The rapid evolution of artificial intelligence (AI) technologies has significantly reshaped multiple domains of education, with academic writing representing one of the most affected areas. AI-powered writing systems, including Grammarly, ChatGPT, and other advanced language processing applications, have become increasingly integrated into the practices of learners, particularly in English as a Foreign Language (EFL) context. These tools are designed to enhance linguistic performance by supporting grammatical accuracy, lexical sophistication, textual cohesion, and overall discourse organization. Nonetheless, the widespread incorporation of such technologies has prompted sustained academic inquiry into their pedagogical affordances and limitations, particularly regarding issues of learner dependency, authorship, and academic integrity in higher education writing practices.

On one hand, AI-assisted writing tools can function as effective learning aids, helping EFL students improve their writing skills, achieve greater linguistic accuracy, and build confidence in producing well-structured texts. They provide instant feedback, reduce common language errors, and simplify the writing process, especially for learners who find complex grammatical rules challenging. On the other hand, concerns have been raised regarding students' over-reliance on AI, which may impede the development of independent writing skills. Several scholars argue that excessive dependence on AI-based tools

can weaken creativity, critical thinking, and originality, all of which are considered essential components of effective academic writing. Additionally, ethical issues such as plagiarism, academic dishonesty, and the authenticity of AI-generated content present further challenges for both students and teachers.

The incorporation of artificial intelligence (AI) in academic writing has generated debate regarding its advantages and challenges in higher education. As AI continues to integrate into academic writing, it is vital to explore how students and teachers perceive its impact. Understanding their perspectives can highlight the strengths and limitations of AI-assisted writing and help shape policies for its responsible use in education. This study investigates the role of AI in EFL writing, examining whether it supports or hinders students' academic development. By analyzing the views of students and teachers, the research aims to provide insights into the implications of AI in language learning and offer recommendations for its ethical and effective use in academic writing.

Given the aim of this study, it is worthwhile to address the following questions to gain deeper insights into the role, benefits, and challenges of AI-assisted writing tools in the EFL teaching/learning process.

- What are students' and teachers' perspectives on AI-assisted writing tools?
- Do AI tools enhance or hinder students' writing skills?
- What challenges and ethical concerns do students and teachers identify in AI-assisted writing?

## 2. Literature Review

Artificial intelligence (AI) has emerged as a highly influential component of language education, particularly in supporting the development of writing skills among English as a Foreign Language (EFL) learners. An expanding body of literature emphasizes the advantages of AI-assisted writing tools in providing adaptive and individualized support tailored to learners' linguistic needs. Recent advancements in AI have also led to the development of a wide range of writing applications and services that have substantially reshaped traditional writing and editing practices. These AI-powered technologies have changed the way students compose structured essays, enabling them to produce coherent and high-quality texts more efficiently and with greater ease. That is, Generative AI writing tools can help students boost their productivity and efficiently manage their time (Noy & Zhang, 2023). AI tools enable learners to accelerate their writing progress by helping them detect and correct grammatical and lexical mistakes while also providing alternative sentence structures to improve overall writing quality and organization (Salvagno, 2023; Zahoa, 2022). Pan (2024) also pointed out that AI tools such as ChatGPT and Grammarly provide learners with personalized feedback that promotes autonomy and enhances accuracy in writing. AI tools offer learners automated support, recommendations, and corrections by leveraging advanced algorithms and natural language processing (Geitgey, 2018; Heaven, 2020). This is also supported by Dale and Viethen (2021) who

stated that AI writing tools provide multiple language support features, including sentence and text generation, which can enhance students' writing proficiency. In a similar vein, Danesi (2024) describes AI as a helpful "supplementary tutor" that offers immediate and tailored support but emphasizes that AI cannot fully replace the rich cognitive, social, and cultural engagement essential for effective language learning. Green (2013, as cited in Tran, 2024) also indicated that in just ten weeks, it is reasonable to expect that AI tools significantly aid students' progress in coherence, cohesion, and lexical resources, as developing vocabulary and connectors is typically an initial step in language acquisition. Moreover, Zhang and Torres-Hostench (2022) stressed that students commonly relied on AI tools for text translation, which helped them create, structure, and refine their written assignments. Song and Song (2023) highlighted that the personalized support offered by these tools' assistance allowed students to obtain targeted feedback on their writing, enabling them to overcome individual difficulties more efficiently. Chen and Gong (2025) further pointed out that AI-assisted tools functioned as informed mentors, fostered a supportive learning atmosphere, and acted as a source of motivation. Danesi (2024) described AI as a "supplementary tutor," offering immediate personalized assistance to learners. Wale (2024) presented evidence that AI-powered writing platforms like Writerly and Google Docs contribute to improved writing proficiency and motivation among EFL learners by

delivering real-time assistance and facilitating better organization of ideas in the classroom. Correspondingly, Hwang, Wang, and Lai (2023) demonstrate that ChatGPT provides customized learning experiences that boost both the writing skills and motivation of EFL students through prompt and individualized feedback. Alhusaiyan (2025) further conducted a comprehensive review highlighting how AI's personalized feedback mechanisms support writing skill development and learner motivation. Similarly, Abdalgane and Othman (2023) found that while AI tools like Google Translate and various writing assistants effectively enhance the writing abilities of Saudi EFL learners, the full benefits of such technologies depend heavily on teachers' readiness and capacity to integrate them effectively into their teaching practices. These perspectives underscore the role of AI tools in boosting learners' motivation and improving their academic writing skills

While AI tools offer valuable support, some scholars caution against their limitations. Danesi (2024) describes AI as a "supplementary tutor" that cannot replace the deep cognitive, social, and cultural engagement necessary for effective language learning. Similarly, Alhusaiyan (2025) acknowledges the benefits of AI's personalized feedback but warns that overreliance on these tools may hinder learners' critical thinking and independence in writing. Xi (2024) presented the issues and obstacles related to AI in EFL writing. The author mentioned

- Loss of Creativity: AI reliance reduces students' originality, critical

thinking, and independent learning, leading to plagiarism and intellectual dishonesty.

- Weakened Social Skills: AI may replace real-life interactions, limiting students' ability to develop essential communication skills needed for effective language use.
- Privacy Risks: AI tools collect vast user data, exposing students to potential cyber threats and unauthorized access to personal information.

Utami and Winarni (2023) claimed that students consistently relied on AI tools; this was supported by Saeed (2024) who revealed that despite their benefits, AI-assisted writing tools pose several challenges. One major concern is over-reliance on AI, where students may depend too much on automated feedback, hindering their critical thinking and writing development. Additionally, limitations in contextual understanding prevent AI from accurately assessing stylistic or rhetorical choices, making it less effective in providing feedback compared to human instructors. Lastly, he also added that ethical considerations arise, particularly regarding academic integrity, as students may misuse AI-generated content, raising concerns about plagiarism and the authenticity of their work. Addressing these issues requires clear guidelines and responsible AI integration in education.

Hence, AI-assisted writing tools contribute positively to the development of writing skills by supporting learners in areas such as language accuracy, text organization, and idea generation; however, their increasing use also gives rise to several

challenges, including excessive dependence, limited contextual awareness, and ethical concerns related to originality and authorship. When students rely too heavily on these tools, they may engage less in the cognitive processes required for effective writing, such as critical reflection, analysis, and the formulation of coherent arguments. Therefore, maintaining a careful balance between the supportive role of AI and the cultivation of independent critical thinking is essential to ensure meaningful writing development, learner autonomy, and the preservation of academic integrity.

### 3. Methodology

This study adopts a mixed-methods research design, integrating quantitative data obtained through student questionnaires with qualitative data collected via teacher interviews. The aim is to examine the influence of AI-assisted writing tools on EFL students while also exploring instructors' perceptions of their role in the development of writing skills. The research is conducted within the Department of English at Abbes Laghrour University, Khenchela. The participants consist of:

- Forty (40) EFL students from different academic levels (first year, second year, third year, and Master's level).
- Seven (7) EFL teachers in the same department with experience in teaching writing skills and assessing students' work.

#### 3.1 Questionnaire for Students (Quantitative Data)

The student questionnaire consists of four sections, using a mix of multiple-choice and Likert-scale (1 = Strongly Disagree to 5 = Strongly Agree) questions:

- **Background Information:** Student level and AI tool usage frequency
- **Perceived Benefits:** The impact of AI tools on grammar, coherence, vocabulary, and idea generation.
- **Challenges & Ethical Concerns:** Dependence on AI, potential loss of creativity, and concerns about plagiarism.
- **AI in Academic Writing:** Students' opinions on AI's role in university writing courses and its regulation by teachers.

#### 3.2 Interviews for Teachers (Qualitative Data)

The interviews are semi-structured, allowing flexibility while focusing on key themes:

- **Awareness & Usage:** Teachers' observations of AI tool usage among students.
- **Impact on Writing Skills:** Whether AI tools improve or hinder students' writing development.
- **Challenges & Ethics:** Issues related to originality, plagiarism, and students' overreliance on AI-generated content.
- **AI in Education:** Teachers' perspectives on integrating AI tools into writing instruction and the need for guidelines.

For the data analysis,

- **Student Questionnaire:** Responses will be analyzed using descriptive statistics (percentages, mean scores) to identify trends in AI-assisted writing usage, benefits, and challenges.
- **Teacher Interviews:** Responses will be analyzed using thematic analysis to identify recurring patterns, concerns, and recommendations regarding AI in EFL writing.

Participants will be fully informed about the objectives of the study and will give their voluntary consent prior to participation. Student responses will be treated anonymously, while teacher interviews will be kept confidential in order to encourage open and reliable feedback. By integrating both student and teacher perspectives, this study seeks to evaluate whether AI-assisted writing constitutes a beneficial pedagogical resource or a potential obstacle to writing skill development in EFL contexts.

#### 4. Findings

##### 4.1 Students' Questionnaire

1. What is your academic level?

- ✓ First Year
- ✓ Second Year
- ✓ Third Year
- ✓ Master's Level
- master 1
- master 2

| Academic Level | Number of Students | Percentage (%) |
|----------------|--------------------|----------------|
| First Year     | 28                 | 70%            |
| Third Year     | 2                  | 5%             |
| Master 1       | 6                  | 15%            |
| Master 2       | 4                  | 10%            |
| Total          | 40                 | 100%           |

Students' responses indicated that the participants belonged to different academic levels, ensuring a diverse and representative perspective on AI-assisted writing. The distribution included 28 first-year students (70%), 2 third-year students (5%), and 10 Master's students (25%), which allowed for a comprehensive exploration of how AI writing tools were perceived across different stages of academic development.

This variation in academic levels strengthened the study, as it captured insights from beginner, intermediate, and advanced students. First-year students, who were still developing their writing skills, may have relied more on AI tools for grammar and structure, whereas Master's students, with more writing experience, might have focused on AI's influence on originality and critical thinking. Although fewer in number, third-year students served as an intermediary group, helping to bridge the gap between the perspectives of novice and advanced learners.

By including students from various levels of study, the research provided a broader understanding of the impact of AI on writing skills, offering valuable insights into how AI tools were used, perceived,

**Table 1: Students Academic Level**

and integrated into academic writing at different educational stages.

2. How often do you use AI-assisted writing tools (e.g., Grammarly, ChatGPT, QuillBot) for academic writing?

- ✓ Never
- ✓ Rarely
- ✓ Sometimes
- ✓ Often
- ✓ Very frequently

**Table 2: Frequency of AI-Assisted Writing Tool Usage**

| Frequency of Use | Number of Students | Percentage (%) |
|------------------|--------------------|----------------|
| Never            | 3                  | 7.5%           |
| Rarely           | 5                  | 12.5%          |
| Sometimes        | 7                  | 17.5%          |
| Often            | 18                 | 45%            |
| Very Frequently  | 7                  | 17.5%          |

The majority of students (62.5%) reported using AI-assisted writing tools either often or very frequently, indicating that AI tools have become an essential part of their academic writing process. This suggests that students are increasingly relying on AI to improve grammar, coherence, and structure in their writing. A smaller group (17.5%) reported using AI sometimes, suggesting occasional reliance on these tools, possibly for specific writing tasks rather than regular usage. On the other hand, 20% of students (8 out of 40)

reported never or rarely using AI tools. This may indicate a lack of awareness, scepticism regarding their effectiveness, or concerns about over-reliance and academic integrity.

The results suggest that AI tools are widely embraced, particularly among students who frequently engage in academic writing. However, the variance in responses indicates differing levels of acceptance and dependency, which may be influenced by factors such as familiarity with AI, academic level, or personal writing preferences.

### Students' Perceptions of AI-Assisted Writing:

To gain deeper insights into students' perceptions of AI-assisted writing tools, a series of Likert-scale questions were used to assess their views on various aspects of AI integration in academic writing. The questions focused on three key areas: the perceived benefits of AI in improving grammar, vocabulary, and writing structure; the challenges and ethical concerns related to dependence on AI, creativity, and plagiarism risks; and students' opinions on the role of AI in university writing courses and the need for regulation.

**Table 3: Studets' Responses**

| Item                                                                                              | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|------|--------------------|
| AI writing tools assist in improving grammatical accuracy and sentence structure.                 | 9                 | 11       | 4       | 11    | 5              | 2.80 | 1.38               |
| The use of AI tools contributes to the enhancement of vocabulary range and lexical choice.        | 5                 | 7        | 9       | 14    | 5              | 3.18 | 1.22               |
| AI-generated suggestions assist in organizing ideas and improving the structure of written texts. | 1                 | 6        | 8       | 16    | 9              | 3.65 | 1.06               |
| I feel overdependent on AI tools when writing in English.                                         | 2                 | 5        | 3       | 22    | 8              | 3.73 | 1.07               |
| AI-assisted writing reduces my creativity and critical thinking.                                  | 2                 | 4        | 10      | 17    | 7              | 3.58 | 1.05               |
| Using AI in writing increases the risk of plagiarism.                                             | 0                 | 8        | 6       | 15    | 11             | 3.73 | 1.07               |
| AI writing tools should be integrated into university writing courses under teacher supervision.  | 2                 | 6        | 10      | 13    | 9              | 3.53 | 1.14               |
| Teachers should monitor and regulate students' use of AI-assisted writing.                        | 3                 | 5        | 13      | 12    | 7              | 3.38 | 1.13               |

The findings indicate that students have mixed perceptions regarding the effectiveness of AI writing tools in improving grammar and vocabulary. While some students acknowledge AI's ability to enhance sentence structure and word choice, the results do not show strong consensus, suggesting that AI may not always be a reliable tool for linguistic accuracy. However, a significant number of students agree that AI-generated suggestions help in organizing ideas and structuring writing, highlighting AI's role in improving coherence and logical flow. Despite these benefits, there is notable concern regarding overdependence on AI tools, with many students admitting that they feel reliant on AI when writing in

English. Additionally, a considerable portion of students believe that AI-assisted writing reduces their creativity and critical thinking, reinforcing fears that AI might encourage passive learning rather than active skill development. Another critical issue raised is the risk of plagiarism, as a majority of students agree that using AI in writing increases the chances of academic dishonesty. This highlights the ethical concerns surrounding AI-generated content and its implications for originality. Regarding AI integration in academic settings, students show a moderate level of agreement that AI tools should be incorporated into university writing courses but under teacher supervision, emphasizing the need for structured

guidance. Similarly, opinions on whether teachers should regulate AI usage remain divided, suggesting that while some students support oversight, others may prefer more autonomy in utilizing AI tools. Overall, the findings suggest that AI-assisted writing tools hold considerable potential to support writing development, particularly in organizing ideas and improving coherence. At the same time, concerns about overdependence, creativity reduction, plagiarism, and the need for guided supervision underscore the importance of carefully balancing AI integration with strategies that promote critical thinking, originality, and independent learning. Effective policy and pedagogical frameworks are therefore essential to maximize benefits while minimizing risks associated with AI use in academic writing. That is, the results suggest that AI has potential benefits in academic writing but requires careful regulation to prevent overreliance, ethical violations, and skill degradation.

#### 4.2 Teachers' Interview

1. Have you observed an increase in students using AI-assisted writing tools?

If so, how do they typically use them?

Regarding the observed increase in students' use of AI-assisted writing tools, all participating teachers unanimously confirmed a noticeable and significant reliance on such technologies among their students. They reported that learners frequently use platforms such as ChatGPT, DeepSeek, and Perplexity not only to answer questions during class but also to complete various writing tasks, including

drafting paragraphs, generating ideas, and organizing content more coherently. Teachers emphasized that these tools are often consulted at early stages of the writing process to support brainstorming and text structuring. In addition, six teachers pointed out that students extensively depend on AI-based writing assistants, particularly Grammarly, to refine their written work. According to their observations, students primarily use Grammarly to edit their texts, correct grammatical and lexical errors, and improve sentence structure and clarity. This pattern of use indicates that students' engagement with AI tools extends beyond content generation to encompass revision and language accuracy, suggesting a shift in writing practices where AI functions as both a compositional and an editing aid.

2. Do you think AI tools enhance or hinder students' writing skills? Why?

To explore the impact of AI tools on students' writing skills, teachers were asked whether these technologies enhance or hinder writing development. Teachers had different views as three teachers believed that AI positively influences writing development by enhancing grammar, vocabulary, and sentence structure. They highlighted that AI-assisted writing provides immediate feedback, allowing students to improve their work and learn from their mistakes. Moreover, they noted that tools like Grammarly and ChatGPT help students organize their thoughts more effectively, leading to more well-structured writing.

Conversely, four teachers expressed concerns that AI tools may negatively impact students' writing skills, particularly

due to over-dependence and reduced critical thinking. They observed that students often accept AI-generated suggestions without actively engaging in the writing process, which hinders their ability to develop independent writing skills.

3. What are the most common challenges you have noticed in students' writing due to AI reliance?

To examine the challenges associated with students' reliance on AI-assisted writing, teachers were asked about the most common issues they have observed. Their responses highlighted several concerns related to the overuse of AI tools in writing. The majority of teachers (6) indicated that students often struggle with originality and critical thinking due to their heavy dependence and reliance on AI-generated content rather than developing their own ideas as mentioned by one of them "I'm concerned some learners just copy what AI suggests without trying to understand the corrections. It affects their long-term writing development". This dependence, they argued, reduces students' active engagement in writing tasks and hampers their ability to think critically and solve problems effectively. Additionally, two of them noted that while AI-generated text may appear well-structured, it frequently lacks coherence and strong argumentation, resulting in essays and paragraphs that do not fully address the given topics and instruction. Moreover, five teachers expressed concerns about ethical issues, particularly plagiarism and academic dishonesty. They pointed out that some students submit AI-generated work without proper citation, raising doubts about the authenticity of their writing. They believed

that AI encourages passive learning, where students accept AI-generated text without critically engaging with their writing. Furthermore, they noted that students often accept AI suggestions without critical evaluation, leading to inaccuracies in meaning, awkward sentence constructions, or inappropriate word choices. Hence, although teachers acknowledged that AI tools can be beneficial for improving grammar and sentence structure, they cautioned that excessive reliance on these tools could ultimately hinder students' overall writing development.

4. How concerned are you about plagiarism and academic dishonesty related to AI-generated writing?

Teachers expressed considerable concern regarding plagiarism and academic dishonesty associated with AI-generated writing, viewing it as a growing challenge to academic integrity. All participants indicated that students frequently reproduce AI-generated content with minimal revision and without appropriate citation, which raises serious ethical issues and undermines the principles of originality and scholarly accountability. They further observed that although many AI-assisted assignments appear linguistically polished and structurally sound, they often fail to reflect students' actual writing competence or critical engagement with the task, thereby calling the authenticity of such work into question. Moreover, four teachers acknowledged facing increasing difficulty in identifying AI-generated submissions, particularly in essays characterized by flawless grammar yet lacking logical coherence, depth of analysis, and well-developed arguments.

This ambiguity complicates the assessment process and makes it challenging to accurately evaluate students' writing development and learning progress. While teachers recognized the pedagogical potential of AI tools as supportive learning aids, they emphasized the urgent need for clearer institutional regulations, enhanced plagiarism detection mechanisms, and explicit ethical guidelines to encourage responsible and transparent use of AI within academic settings.

5. Do you believe AI-assisted writing should be integrated into academic writing courses? Why or why not?

Four teachers advocated for incorporating AI-assisted writing into academic courses as we deal with the digital generation, emphasizing its advantages when implemented with proper supervision. They pointed out that AI tools offer instant feedback, enhance grammar and vocabulary, and help students structure their ideas more effectively. From their perspective, since nowadays generation is addicted to digital technology, integrating AI into writing instruction could not only strengthen students' writing proficiency but also promote digital literacy, equipping them for academic and professional settings where technology plays a crucial role. However, three teachers opposed the integration of AI in academic writing courses, expressing concerns about students' excessive reliance on these tools and the potential decline in their independent writing abilities. They cautioned that overdependence on AI-generated suggestions could hinder critical thinking and originality. While

acknowledging AI's potential benefits, these teachers underscored the need for a balanced approach, ensuring that AI complements rather than replaces the writing development process.

6. What recommendations do you have for universities in developing policies on AI-assisted writing?

Regarding recommendations for universities in developing policies on AI-assisted writing, teachers stressed the importance of establishing well-structured and transparent institutional policies that govern the ethical and educational use of AI technologies. Three teachers strongly recommended the establishment of explicit guidelines outlining acceptable and unacceptable uses of AI-assisted writing, highlighting the need to integrate AI literacy into university curricula. According to them, students should be trained to critically evaluate, adapt, and refine AI-generated content rather than rely on it passively, thereby fostering higher-order thinking skills and academic responsibility. In addition, five teachers suggested the implementation of AI detection software to support instructors in identifying AI-generated texts and ensuring academic integrity. They further advocated for the introduction of clearer and stricter penalties for AI-related plagiarism in order to deter unethical practices and reinforce accountability. Meanwhile, two teachers called for a balanced and pedagogically informed approach in which AI is purposefully integrated into writing instruction under close teacher supervision. They recommended that universities organize

regular workshops and training sessions for both students and faculty to raise awareness of AI's capabilities and limitations, ensuring that its use supports learning outcomes while preserving originality, independent critical thinking, and academic quality

## **5. Discussion**

The findings provided important insights into students' attitudes toward AI-assisted writing tools and their influence on academic writing practices. The variation in participants' academic levels indicated that perceptions and degrees of reliance on AI tools may differ according to writing experience and familiarity with academic conventions. Less experienced learners tended to perceive AI as a supportive resource for improving grammar and structuring texts, whereas more advanced students appeared more concerned with issues of originality, authorship, and the development of critical thinking skills.

The frequency of AI tool usage highlighted the growing dependence on technology in academic writing. While many students actively integrated AI into their writing process, others remained hesitant due to concerns related to effectiveness, trust, or ethical considerations.

Students' perceptions of AI's effectiveness in enhancing grammar, vocabulary, and writing organization are mixed. While AI-generated suggestions appeared to assist with coherence and structure, there was a notable concern regarding overreliance, which may hinder independent writing development. The findings also indicated apprehension about AI's potential to reduce creativity and critical thinking, reinforcing

the argument that automated tools should complement rather than replace students' cognitive engagement in writing tasks.

Another important issue is the ethical dimension of AI use in academic writing. The perception that AI increases the risk of plagiarism suggests that students are aware of the challenges related to originality and academic integrity. This raises questions about how AI should be regulated within educational institutions and whether clearer guidelines are needed to ensure responsible usage.

Regarding AI integration in academic settings, students recognized the value of teacher supervision in guiding AI-assisted writing. However, opinions remained divided on whether AI usage should be strictly monitored or left to students' discretion. This reflects a broader debate on balancing technological assistance with the development of independent writing skills. The findings highlighted the necessity of structured implementation strategies that promote ethical AI use while fostering academic growth.

Furthermore, a primary concern expressed by most teachers is the impact of AI dependence on students' writing development. Some argued that AI enhances grammar, vocabulary, and structure, while others worried that excessive reliance on these tools weakens critical thinking and originality. A significant challenge is distinguishing between AI-generated content and students' genuine writing, especially when AI-produced texts are grammatically sound but lack depth and coherence. Additionally, ethical issues such as plagiarism and academic dishonesty emerge as key challenges that universities must address.

The question of integrating AI into academic writing courses also sparks debate. Some teachers see AI as a valuable resource for improving writing skills and digital literacy, while others caution that it may hinder students' ability to develop independent writing abilities. Despite differing viewpoints, there is general agreement on the necessity for universities to implement clear policies on AI use. Key recommendations focus on promoting ethical AI use, incorporating AI literacy training, and adopting detection measures to uphold academic integrity. The findings highlighted that although AI has the potential to support academic writing, its implementation must be carefully regulated to balance technological advancements with essential skill development.

## 6. CONCLUSION

The study highlights the growing dependence on AI-assisted writing tools within EFL contexts and emphasizes the necessity of a balanced and critical approach to their pedagogical integration. Although AI technologies can effectively support the development of writing skills by enhancing grammar, vocabulary, and idea generation, ongoing concerns persist regarding issues of originality, critical thinking, and ethical academic practice. The results suggest that excessive reliance on AI may limit students' active engagement and creative production, thereby impeding the development of autonomous writing competence. Consequently, educators stress the importance of incorporating AI literacy

training, implementing clear ethical frameworks, and utilizing appropriate detection mechanisms to uphold academic integrity. Moreover, the study underscores the need for instructional designs that position AI as a complementary tool rather than a substitute for cognitive and creative effort. Through such an approach, educational institutions can foster both digital literacy and independent writing proficiency, while enabling instructors to effectively guide and regulate AI use. Overall, the study advocates for policies and pedagogical practices that optimize the educational value of AI-assisted writing while promoting reflective learning and sustaining academic ethical standards.

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